

## Langford School District Improvement Plan/Progress Report Form

**Principle: Principle 1 – General Supervision**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:27:08. Yearly review and revision of individual educational programs.** Each school district shall initiate and conduct IEP team meetings to periodically review each child's individual educational program and, if appropriate, revise its provisions. An IEP team meeting must be held for this purpose at least once a year.

Through file review, the monitoring team determined the district did not consistently conduct an annual review of each student's IEP. On the 2003 child count the district reported four students who did not have an active IEP in their file on December 1, 2003. This is addressed in more detail under principle 5, Individualized Education Program.

**ARSD 24:05:17:03. Annual report of children served.** In its annual report of children served, the district shall indicate the number of children with disabilities receiving special education and related services on December 1 of that school year.

Through file review, the monitoring team determined the district reported eight students on the 2003 child count whose evaluation procedures were not comprehensive enough to qualify these students as having a disability. Specific issues are discussed under evaluations procedures and IEP team override under Principle 3, appropriate evaluation. Of these eight students, one of them overlaps under the category of not having an annual review for the 2003 child count.

**Refer to Principle 3 evaluation procedures for improvement plan procedures.**

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will conduct annual review of each student's individual educational program and if appropriate, revise its provisions.

**1. Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

The district child count will reflect only those students who have an active individual educational program in place on Dec. 1 of the reporting year.

6 month reporting date 01/05/2006

Closed 1/05/06

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
<p>1. What will the district do to improve? The district will develop an internal system by which the district monitors the date of each annual IEP date.</p> <p>What data will be given to SEP to verify this objective? The district will briefly explain the internal system that has been developed, the date it was developed and identify the person/position responsible for updating and maintaining the system on an annual basis.</p>	<p>Sept. 2005</p>	<p>Special Education Director and Special Education Teacher</p>	<p><b>Met</b> <b>4/14/2005</b></p>	
<p>Please explain the data (6 month) <b>The district met this goal by providing a yearly IEP and three year evaluation list to the administration in the Spring before school was dismissed. Goal was met on 4/14/2005.</b></p>				
<p>Please explain the data (12 month)</p>				
<p>2. What will the district do to improve? The district special education teacher and speech therapist will submit a cover sheet of each student who is receiving special education or special education and related services to the special education director/System Information Management System coordinator by Dec. 1 of each year.</p> <p>What data will be given to SEP to verify this objective? The district will review its annual child count and report the number of students listed on the Dec. 1 child count that have an IEP (coversheet) in effect for that reporting year.</p>	<p>Dec. 1, 2005</p>	<p>Special Education Director , Special Education Teacher and Speech Therapist</p>	<p><b>Met</b> <b>1/5/2006</b></p>	
<p>Please explain the data (6 month) <b>The district reviewed the annual SIMS report and checked it with the cover sheets for each student enrolled in Special Education and speech. The copies of the cover sheets will be included in the hard copy of this document for the SEP to review.</b></p>				
<p>Please explain the data (12 month)</p>				

**Principle: Principle 3 – Appropriate Evaluation**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:25:03. Replacement evaluation.** Before any action is taken concerning the initial placement of a child with disabilities in a special education program, a full and individual evaluation of the child's educational needs must be conducted in accordance with the requirements of this chapter. Evaluations must be completed within 25 school days after receipt by the district of signed parent consent to evaluate unless other timelines are agreed to by the school administration and the parents. Consent for initial evaluation may not be construed as consent for initial placement.

Through file review the monitoring team determined a sufficiently comprehensive evaluation to determine eligibility was conducted in only 25% of the files reviewed. Functional evaluation was completed in 33% of the files. For one student, no ability or achievement evaluation was completed, for another student, no achievement evaluation was completed, and a third student, identified under the category of mental retardation, no adaptive behavior assessment was completed. There was no evidence of any testing being completed for a fourth student listed on the 2003 child count. A fifth student who was identified on the 2003 child count under the category learning disability does not meet the eligibility criteria for a student with a learning disability in the state of South Dakota.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure evaluations and reevaluation procedures meet minimum requirements

**1. Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

**Please complete a new sheet for each goal.)**

The district will ensure the each pre-placement evaluation is sufficiently comprehensive and administered in all areas of suspected disability according to South Dakota guidelines.

**Short Term Objectives:** Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

**Timeline for Completion**

**Person(s) Responsible**

**6 month progress**  
Record date  
objective is met

**12 month progress**  
Record date  
objective is met

6 month reporting date 01/05/2006

Closed 1/05/06

<p>1. What will the district do to improve? The district will use the guidelines in the SD Special Education Eligibility Manual, and conduct sufficiently comprehensive evaluations to determine if the student is a student with a disability according to SD eligibility guidelines.</p> <p>What data will be given to SEP to verify this objective? Based on the student disability category the district will compare the areas the student was evaluated in to the areas recommended in the SD guidelines. The district will report to SEP the total number of students evaluated during the 6 month reporting period and the number of students that were evaluated in all areas of suspected disability.</p>	<p>April 2006</p>	<p>Special Education Director and Special Education Staff</p>	<p><b>Met 12/31/2005</b></p>	
<p>Please explain the data (6 month) <b>The special education teacher has reviewed the SD eligibility manual and is using it to determine a student's eligibility in all areas of the suspected disability. During the six month reporting period there were twelve students evaluated and twelve students that were evaluated in all areas of the suspected disability.</b></p>				
<p>Please explain the data (12 month)</p>				
<p>2. What will the district do to improve? Functional assessment and reporting of functional assessment results will be a part of every initial evaluation and reevaluation given by district staff 100 % of the time.</p> <p>What data will be given to SEP to verify this objective? The district will report to SEP the total number of students evaluated during the 6 month reporting period and the number of evaluations in which the functional assessment results was shared with the parents and was incorporated into the present level of performance.</p>	<p>April 2006</p>	<p>Special Education Director and Special Education Staff</p>	<p><b>Met 12/31/2005</b></p>	
<p>Please explain the data (6 month) <b>The district has included twelve functional assessments on twelve evaluation reports and have shared these results with the parents. The functional assessment was also incorporated into the present levels of performance on all twelve of the evaluations.</b></p>				
<p>Please explain the data (12 month)</p>				

**Principle: Principle 3 Appropriate Evaluation**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:24.01:31. IEP team override.** If the IEP team determines that a student is eligible for special education or special education and related services because the student has a disability and needs special education even though the student does not meet specific requirements in this chapter, the IEP team must include documentation in the record as follows: the record must contain documents that explain why the standards and procedures that are used with the majority of students resulted in invalid findings for this student; the record must indicate what objective data were used to conclude that the student has a disability and is in need of special education. These data may include test scores, work products, self-reports, teacher comments, previous tests, observational data, and other developmental data; since the eligibility decision is based on a synthesis of multiple data and not all data are equally valid, the team must indicate which data had the greatest relative importance for the eligibility decision; and the IEP team override decision must include a sign-off by the IEP team members agreeing to the override decision. If one or more IEP team members disagree with the override decision, the record must include a statement of why they disagree signed by those members.

Through file review, the monitoring team determined the IEP team used the override procedure to determine eligibility for two students but did not use correct procedures in doing so. In both files, the district IEP team used the override process to qualify the student as a student with a disability and in need of special education. In one of these files, the override procedure was unnecessary, because the student could have been determined as eligible for special education under the category of learning disability if the team had considered the difference of more than one standard deviation between the student's ability scores (verbal and perceptual). In the second file, the team did not satisfactorily invalidate the findings of the test results or document functional data to conclude that the student has a disability. The student's achievement scores were nine to nineteen points higher than his full scale ability score which was below average. The IEP team must revisit these students' eligibility.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will follow the correct procedures when the team determines an override is needed to qualify a student to be eligible for special education services and the student did not meet the specific requirements.

**2. Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

**Please complete a new sheet for each goal.)**

When determining eligibility for special education by using the override procedure, the district will ensure all override procedures are followed.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
<p>1. What will the district do to improve? Following all procedural safeguards, the district will revisit the eligibility of these two students and make the necessary changes on the district child count report.</p> <p>What data will be given to SEP to verify this objective? The district will report the following information to SEP:</p> <ol style="list-style-type: none"> <li>1)The date of each meeting</li> <li>2)The data used to determine eligibility for each student</li> <li>3)The disability category the student qualify under, if any</li> <li>4)The positions of the team members present at each meeting</li> </ol>	October 2005	Special Education Director, Special Education Teacher	<b>Met</b> <b>11/29/2005</b>	
Please explain the data (6 month) <b>The district retested one of the students and exited that student from services. More functional information was collected on the other student to meet the override requirements for a specific learning disability. The goal was met on 11/29/2005.</b>				
Please explain the data (12 month)				

**Principle: Principle 3 Appropriate Evaluation****Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:25:04.03. Determination of eligibility.** Upon completing the administration of tests and other evaluation materials as required by this chapter, the individual education program team and other individuals required by § 24:05:25:04.02 shall determine whether the student is a student with a disability, as defined in this article. The school district shall provide a copy of the evaluation report and the documentation of determination of eligibility to the parent.

Through file review the monitoring team determined the district did not consistently provide a copy of the evaluation report to the parents because in three files there was no evidence of a report being written. The team could locate only the protocols with no evaluation summary of the scores.

6 month reporting date 01/05/2006

Closed 1/05/06

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will ensure proper identification of students with disabilities through the evaluation process.

**3. Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

**Please complete a new sheet for each goal.)**

A written analysis of all formal and informal evaluations will be developed and provided to parents.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve? The district will develop and provide a copy of all evaluation reports to parents at every initial evaluation and reevaluation. What data will be given to SEP to verify this objective? The district will report to SEP the total number of students evaluated during the 6 month reporting period and report the number of files containing an evaluation report summarizing evaluation results which was provided to parents.	May 2006	Special education Director, Special Education Teacher and Speech Therapist	<b>Met</b> <b>12/31/05</b>	
Please explain the data (6 month) <b>The district has had twelve evaluations where they provided the parents with a copy of the report on twelve occasions. All twelve files contain a copy of the report that was given to the parents. (See copy of cover pages of the IEP's.</b>				
Please explain the data (12 month)				

**Principle:**      **Principle 3 Appropriate Evaluation**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)  
**ARSD 24:05:25:12. Written report for specific learning disabilities.** The team shall prepare a written report of the results of the evaluation for specific learning disabilities. The report must include a statement of the following: Whether the child has a specific learning disability; the basis for making the determination; relevant behavior noted during the observation of the child; the relationship of that behavior to the child's academic functioning; educationally relevant medical findings, if any; whether there is a severe discrepancy between achievement and ability which is not correctable without special education and related services; and the determination of the team concerning the effects of environmental, cultural, or economic disadvantage.

Through file review the monitoring determined the district did not consistently determine eligibility for students with a learning disability through the use of a multidisciplinary team process. No multidisciplinary team report could be located in seven files that required such a report.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  
 The district will have a written report for all students identified as having a specific learning disability.

**4. Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**  
 The district will ensure that each student identified as having a learning disability has a written report which meets the above requirements in their file.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve? The district will complete a multidisciplinary team written report, containing all the required information, for all students identified by the team as having a learning disability. What data will be given to SEP to verify this objective? The district will review all initial evaluations and reevaluations for students identified as having a learning disability during the 6 month reporting period. The district will report the % of those files that contained a multidisciplinary team written report.	May 2006	Special education Director and Special Education Teacher	<b>Met</b> <b>12/31/05</b>	

6 month reporting date 01/05/2006

Closed 1/05/06

Please explain the data (6 month) **A multidisciplinary report has been included in all of the evaluation reports that have been completed up to 12/31/2005.**

Please explain the data (12 month)

**Principle: Principle 3 Appropriate Evaluation**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:25:04. Evaluation procedures.** School districts shall ensure, at a minimum that evaluation procedures are sufficiently comprehensive to identify all of the child's special education and related services needs.

Through file review, the monitoring concluded the district's evaluation process was not sufficiently comprehensive enough to support the eligibility of eight students on the 2003 child count. Of those eight files, three of the students are no longer in the district. Two of the these three files were the result of the district not reviewing evaluation data for students coming into the district to ensure the student qualified as a student with a disability as per the South Dakota eligibility criteria. The third student who is no longer in the school district that was on the 2003 child count under the category of other health impaired did not have an achievement test completed during the March 2003 evaluation process.

In two other files, the students were on the 2003 child count but the evaluation process was not sufficiently comprehensive to determine the student was a student with a disability. In one of these files only the area of ability was evaluated but no other evaluations were conducted. In the second file no ability or achievement evaluations were conducted. The IEP team will need to revisit eligibility and possible reevaluation to determine if these two students continue to be eligible for special education services.

A student identified on the 2003 child count under the category mental retardation is presently being reevaluated to determine eligibility. In 2002 the student was evaluated in the areas of ability and achievement. The psychologist recommended in his report that the team conducts an adaptive behavior assessment which was never done but is a requirement for eligibility under the category mental retardation.

One student was identified on the 2003 child count under the category of mental retardation. The student was not evaluated in all areas to qualify under mental retardation. The team needs to revisit the student's eligibility because the evaluation was not sufficiently comprehensive to qualify the student under the category of learning disability as per evaluations and the multidisciplinary team report.

In another file the evaluation team did not bring forth previously presented medical information for the purpose of determining eligibility. The IEP team needs to revisit this file and include and consider all relevant information as part of the eligibility process.

Through file review, the monitoring team determined the district does not consistently evaluate in the area of transition. In one of the three files which required transition evaluation to be completed the transition evaluation consisted of only the Armed Services Aptitude (ASVAB) Battery which did not address the areas of independent living and community participation which were pertinent to the student's post secondary plans of attending college in 2005.

<p><b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will ensure a comprehensive evaluation is completed prior to determining a student is eligible for special education or special education and related services.</p>				
<p><b>5. Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b> All initial evaluations and reevaluations will be comprehensive and administered in all areas of suspected disability.</p>				
<p><b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p><b>Timeline for Completion</b></p>	<p><b>Person(s) Responsible</b></p>	<p><b>6 month progress</b> Record date objective is met</p>	<p><b>12 month progress</b> Record date objective is met</p>
<p>1. What will the district do to improve? Following all procedural safeguards, the district will revisit the eligibility of these eight students and make the necessary changes on the district child count report.</p> <p>What data will be given to SEP to verify this objective? The district will report the following information: 1)The date of each meeting 2)The data used to determine eligibility for each student 3)The disability category the student qualify under, if any 4)The positions of the team membership present at each meeting</p>	<p>December 2005</p>	<p>Special education Director and Special Education Teacher</p>	<p><b>Met</b> <b>11/29/2005</b></p>	
<p>Please explain the data (6 month) <b>The district retested one of the students and exited that student from services. More functional information was collected on the other student to qualify him for learning disabilities. The other six students have moved on to other schools.</b></p>				
<p>Please explain the data (12 month)</p>				

<p><b>Principle: Principle 4 Procedural Safeguards</b></p>
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**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)  
**ARSD 24:05:30:15. Surrogate parents.** Each school district shall establish procedures for the assignment of a surrogate parent to ensure that the rights of a child are protected if no parent can be identified and the district, after reasonable effort, cannot discover the whereabouts of a parent or if the child is a ward of the state. The district is responsible for the training and certification of surrogate parents and shall maintain a list of persons who may serve as surrogate parents.

Through interview, the monitoring team determined the district does not maintain a list of persons who may serve as surrogate parents.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will follow and implement all procedural safeguards.

**1. Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

**Please complete a new sheet for each goal.)**

The district will have on file a list of person/s who may serve as a surrogate parent.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve? The district will develop and maintain a list of person/s who the district has trained to act as a surrogate parent when needed. What data will be given to SEP to verify this objective? The district will report the number of persons on their surrogate list and the date of that training.	Sept. 2005	Special Education Director	<b>Met September 2005</b>	

Please explain the data (6 month)

**A list of possible surrogate appointees is enclosed. These people were provided a Surrogate Parent Manual outlining the responsibilities of serving as a surrogate parent.**

Please explain the data (12 month)

**Principle: Principle 5 Individualized Education Program**

**Present levels:** (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:30:04. Prior notice and parent consent.** Written notice which meets the requirements of § 24:05:30:05 must be given to the parents five days before the district proposes or refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of a free appropriate public education to the child. The five-day notice requirement may be waived by the parents. If the notice described in this section relates to an action proposed by the district that also requires parental consent, the district may give notice at the same time it requests parent consent.

Through file review, the monitoring team located three files in which four separate IEP meetings were conducted and no prior notice for the meeting could be located in the file and the only signature on the cover sheet of the IEP was that of the special education teacher.

**Desired Outcome(s):** Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Parents will be provided a five-day written prior notice regarding any meeting before the district proposes or refuses to initiate or change the identification, evaluation or education placement of the child.

**1. Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle.**

**Please complete a new sheet for each goal.)**

The district will provide a five-day written notice to the parents prior to each Individual Education Program meeting.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve? The district will keep a copy of all written prior notices in the students file for every IEP meeting conducted. What data will be given to SEP to verify this objective? The district will review 100% of IEP meetings held during the 6 month reporting period and report to SEP the number of team meetings held that had a written prior notice in the file.	May 2006	Special Education Director, Special Education Teacher and Speech Therapist	<b>Met</b> <b>12/31/05</b>	

Please explain the data (6 month) **Out of the 32 current files they all contain a prior notice for the IEP and evaluations.**

Please explain the data (12 month)

<b>Principle:</b> <b>Principle 5 Individualized Education Program</b>				
<p><b>Present levels:</b> (Statement of present levels of performance that resulted in area of non-compliance)  <b>ARSD 24:05:27:01.01. IEP team.</b> Each school district shall ensure that the IEP team for each student with disabilities include the following members: the parents of the student; at least one regular education teacher of the student if the student is, or may be, participating in the regular education environment; at least one special education teacher of the student or, if appropriate, at least one special education provider of the student; and a representative of the school district who: (a) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities; (b) Is knowledgeable about the general curriculum; and (c) Is knowledgeable about the availability of resources of the school district.</p> <p>Through file review the monitoring team concluded the district did not have appropriate team membership at all IEP meetings. The cover sheet of one IEP was signed only by the special education teacher. No prior notice for the meeting could be located in this file.</p>				
<p><b>Desired Outcome(s):</b> Through systemic change, the district/agency will achieve these results for students with disabilities and their families.  The district will ensure the appropriate team membership is present at all IEP meetings</p>				
<p><b>2. Measurable Goal:</b> The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. <b>(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</b>  The district will have, at minimum, parents, regular classroom teacher, special education teacher, and the representative of the school district at every IEP meeting.</p>				
<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
1. What will the district do to improve? All IEP team meetings conducted will have the required team members present. What data will be given to SEP to verify this objective? The district will review 100% the IEP team meetings held within the 6 month reporting period and report the total number of meeting and held and the total number of meeting in which all required members were present.	April 2006	Special Education Director, Special Education Teacher and Speech Therapist	<b>Met</b> <b>12/31/05</b>	

Please explain the data (6 month) **All team members were present at the IEP meetings. (See cover pages)**

Please explain the data (12 month)

**Principle: Principle 5 Individualized Education Program**

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

**ARSD 24:05:27:08. Yearly review and revision of individual educational programs.** Each school district shall initiate and conduct IEP team meetings to periodically review each child's individual educational program and, if appropriate, revise its provisions. An IEP team meeting must be held for this purpose at least once a year. The review shall be conducted to determine whether the annual goals for the student are being achieved. The individualized education program shall be revised, as appropriate, to address: any lack of expected progress toward the annual goals and in general curriculum; the results of any reevaluation conducted; information about the student provided to, or by, the parents; the student's anticipated needs; or other matters.

Through file review the monitoring team concluded that the district did not conduct an annual IEP for four students. In three student files, there was no IEP meeting held for the 2003 school year. In the other file, there was a three month gap in services because the annual IEP meetings were held but did not meet the annual review date.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The district will conduct an annual IEP for every student on the child count in order to review and, if appropriate, revise it.

**3. Measurable Goal:** The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)

The district will conduct an annual IEP for every student on the child count.

<b>Short Term Objectives:</b> Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	<b>Timeline for Completion</b>	<b>Person(s) Responsible</b>	<b>6 month progress</b> Record date objective is met	<b>12 month progress</b> Record date objective is met
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6 month reporting date 01/05/2006

Closed 1/05/06

1. What will the district do to improve? The district will develop an internal system to self monitor annual review dates and will identify the person responsible to ensure it is updated prior to the end of each school year. What data will be given to SEP to verify this objective? The district will review 100% of the IEP meeting held during the 6 month reporting period and report to SEP the total number if of meeting held and the number of meeting that met the annual review timeline.	May 2005	Special Education Director, Special Education Teacher and Speech Therapist	<b>Met 4/14/05</b>	
Please explain the data (6 month) <b>A copy of the scheduled IEP and evaluation reports was provided to the administration on April 14, 2005. The special education teacher and speech language therapist have agreed to provide these sheets to the administration every spring before the end of school.</b>				
Please explain the data (12 month)				